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ORICAL SKETCH

OF

MT. HOLYOKE SEMINARY.

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Mount Holyoke College

HISTORICAL SKETCH

OF

Mount Holyoke Seminary.

FOUNDED AT SOUTH HADLEY, MASS., IN 1837.

Prepared in compliance with an invitation from the Commissioner of Education, representing the Department of the Interior in matters relating to the National Centennial of 1876

SPRINGFIELD, MASS.:
CLARK W. BRYAN AND COMPANY, PRINTERS.
1878.



1833

12/4/1894

Mount Holyoke Seminary.

LOCATION AND BUILDINGS.

THIS institution is situated in the village of South Hadley, Hampshire County, Massachusetts. It is nearly two miles east of the Connecticut river, and thirteen miles north of Springfield. Northampton lies about five miles to the north-west, Amherst ten miles north. Mount Holyoke, from which the institution takes its name is four miles north of the village. The scenery of the region is noted for its quiet and varied beauty. The broad, tranquil river, after lingering a little in the lovely Northampton meadows, sweeps southward past Mount Holyoke on the left, and then for miles along the base of Mount Tom on the right. To the eastward, the valley here spreads into broad and fertile fields, dotted with graceful elms. Everywhere one finds something in the landscape to admire. The village is a quiet and attractive one, and had the preference over other places in the region, whose advantages had caused them to be proposed as the seat of the institution.

The Seminary stands on the eastern side of the main street, some forty rods south of the church. Its buildings

are but a little withdrawn from the well-shaded highway, the grounds lying chiefly in the rear, and sloping at length to the edge of a picturesque stream. This stream, being no less industrious than picturesque, finds occasion to spread into a pretty little pond just above the Seminary grounds; and again, below them, into a larger one, where much rowing and skating are done by the young ladies The brook is crossed by a rustic foot-bridge; and beyond rises a well-rounded and lofty hill, which commands charming views of the surrounding country.

The grounds at present comprise about fifteen acres, some five or six acres having been purchased within a few years. The frontage on the street is something over thirty rods; the depth nearly seventy, to the stream which once formed the eastern boundary of the lot. In addition to this, there is an acre or two on the opposite side of the brook. The original lot is bordered by a fine belt of trees, planted some thirty years ago, and contains others, along the banks of the stream, which are older. Although comparatively little has yet been attempted in the way of ornamentation, nature has almost performed the part of a landscape gardener; if she has left something to wish for, she has still bestowed much to admire.

The various buildings have been erected or enlarged from time to time, as required by the development of the institution. The main edifice, which fronts west, is one hundred and sixty-six feet by fifty, and four stories in height. At each end there is a wing one hundred and twenty two feet by forty, extending at right angles to the main building. The eastern extremities of the two wings,

are connected by the gymnasium, thus forming a quadrangle

The library, a fire-proof building forty-eight feet by thirty three, stands directly north of the principal edifice, with which it is connected by a corridor forty-five feet by eleven. It was erected in 1870, at a cost of eighteen thousand dollars. The interior is handsomely finished in native woods, with book-cases and other furniture of carved black walnut. On either side of the room, in an arched recess, is a spacious bay window, and the alcoves are so arranged as to make cozy nooks for readers. The books having been selected with reference to the courses of study pursued, a wide range of authorities can be consulted, whatever the subject in hand. The library is generously supplied with the works of the early English poets, dramatists and chroniclers, as well as with those of modern times. It also contains some eight or nine hundred volumes in foreign languages, chiefly French, German, Latin and Greek. The scientific department includes many costly illustrated works, and there is a valuable collection of books on art. A large part of the library was the gift of Mrs. H. F. Durant of Boston, and great care was bestowed upon the selection by Mr. Durant, assisted by eminent librarians. The present number of volumes is about ten thousand, including the valuable collection bequeathed by the late Dr. Kirk.

The Lyman Williston Hall, completed in the Autumn of 1876, stands in the midst of a spacious lawn, a little to the north-east of the other buildings. It is sixty-six feet by sixty-three, with a wing forty feet by twenty-four. Like the rest, it is of brick with stone finishings, but is

more modern in style. It contains lecture rooms, a chemical laboratory, cabinets of mineralogy, botany, zoology, and ichnology, with the requisite apparatus and work rooms, and an art gallery.

The present observatory is hardly more than a shelter for a good refracting telescope with a six-inch object-glass. The instrument was presented some twenty years ago, by the Rev. Mr. Dickinson, of Durham, Middlesex County, Connecticut. Since that time, the surrounding trees have so far encroached upon its field of observation that a new building will be erected in a more favorable spot, as soon as funds shall be at command. The buildings are valued at not less than three hundred thousand dollars.

BENEFACTIONS.

The institution is not endowed, and has had few large donations from any source. Once only has it received aid from the State. In 1867, a debt of twenty-seven thousand dollars having been incurred in building the gymnasium and extending the south wing, as well as in purchasing additional land, a grant of forty thousand dollars was solicited and obtained. About the same time Mrs. Henry F. Durant, of Boston, gave ten thousand dollars for the purchase of books, upon condition that a suitable fire-proof building should be erected within three years, which the grant above-named enabled the trustees to do. A legacy of fifteen thousand dollars was received, a few years since, from the late Miss Phebe Hazeltine of Boscawen, N. H., for a fund whose income should be used to assist deserving pupils. This, added to smaller sums previously given by

others for the same purpose,—the whole amounting to about twenty thousand dollars,—furnishes the means of aiding to some extent, each year, a number of young ladies who could not otherwise enjoy the advantages of a superior education. Mr. Kendall, of Leominster Mass., bequeathed the sum of five thousand dollars, whose income is devoted to the general expenses of the institution. The late Mrs. Julia M. Tolman, of West Roxbury, Mass.—once associate principal—bequeathed to the Seminary three thousand six hundred dollars, to begin a fund whose income might be used for the benefit of teachers. Of the donations for the new building for science and art, the largest was one of ten thousand dollars, from A. L. Williston, Esq., the present treasurer of the institution. There were a few other gifts for the same object, ranging from five hundred to two thousand dollars, but most were of comparatively small sums. A legacy of five thousand dollars, from the late R. R. Graves, was received in 1877.

ORIGIN AND EARLY HISTORY.

Mary Lyon, the founder of Mount Holyoke Seminary, was born in Buckland, Franklin County, Massachusetts, on the twenty-eighth of February, 1797. She was endowed with a superior intellect, as well as extraordinary physical vigor. To these was added a religious character of corresponding depth and power, which fitted her to become one of the world's benefactors.* Her educa-

* Rev. Dr. Todd, in a private letter dated a few days after her death, in March, 1849, remarks as follows :—"Miss Lyon is suddenly cut off from a life of great usefulness; but God does not need any one instrument with which to carry on His plans. She was an extraordinary woman, having more physical, intellectual, and moral strengh united in her, than I ever saw in any other woman."

tion was obtained by no small exertion and self-denial, which, however, were made light by her intense desire for knowledge. From 1824 to 1834, she was associated with the eminent and accomplished Miss Grant,* in conducting at first the Adams Female Academy at Derry, N. H., and afterwards the Female Seminary at Ipswich, in the eastern part of Massachusetts. While thus engaged, she began to long for the establishment of a permanent institution for the education of young women, where expenses should be so moderate as not to debar those of limited means, and advantages so great that the wealthy could find none superior elsewhere. The problem was not easy to solve. Hitherto, it had been generally supposed that girls needed but little education, and that mostly ornamental. The schools which private individuals, here and there, had found it convenient to carry on, sufficed to give a smattering of accomplishments to the daughters of affluence, and there were district schools for the rest; what more could be desired? Why should colleges be established, with faculties, buildings, libraries, cabinets, and apparatus, merely to educate girls?

For a long time, the public could not be awakened to the importance of the subject. The rich were even more indifferent than the middle classes. But none the less did Miss Lyon ponder the needs, the duties, the possibilities of woman, till the great enterprise had absorbed her whole soul. "Had I a thousand lives,"

* Afterwards the wife of the Hon. William B. Banister, of Newburyport, Mass. Mrs. Banister died in December, 1874, having retained to the age of fourscore the bright intellect, the rare conversational powers, and the warm Christian benevolence which characterized her active life.

she wrote, "I could sacrifice them all in suffering and hardship for its sake. Did I possess the greatest fortune, I could readily relinquish it all, and become poor, and more than poor, if its prosperity should demand it." It was not merely as a grand and ennobling possession that she coveted education for her sex. Culture was to be not so much the end as the means. The pupils were to be trained to help themselves mainly for the sake of helping others. They were to seek knowledge not merely in order to enjoy it; but rather that they might become the stronger to uplift, and the wiser to guide, any who needed their aid. After years of patient thought, prayer, and effort, the way was at length opened. Leaving Ipswich in 1834, Miss Lyon devoted herself to the task of establishing the new institution. Little by little, funds were collected for the first building. In the record of those gifts, one may discover many a donation of half a dollar. But the half-dollars from those slender purses were given with cordial hands, and a blessing was on them. The act of incorporation passed the Legislature February 10, 1836, and was signed by the Governor on the following day. The corner stone of a four-story brick building, ninety-four feet by fifty, was laid October 3, 1836; and the school opened November 8, 1837.

Among the earliest and most active friends of the institution should be mentioned Rev. Roswell Hawks of Cummington, Mass., Hon. Daniel Safford of Boston, and A. W. Porter, Esq. of Monson, Mass. Mr. Hawks was enlisted in the cause, as permanent agent, as early as 1834. From town to town, and from house to house in

Western Massachusetts, he presented its claims with such clearness, good sense and patient persistence, as to win people who had never before thought of doing anything for female education. Always devoted to the interests of the institution, he was president of its board of trustees for many years; and subsequently assisted in establishing the Lake Erie Seminary at Painesville, Ohio, which was one of the earliest offshoots from the Holyoke stock.

Mr. Safford, a prosperous business man who had long been accustomed to devote most of his income to works of benevolence, was another of the founders and first trustees of the Seminary. To him and to his excellent wife, it was indebted not only for pecuniary aid, but also for counsel, sympathy, and co-operation more precious than gold. They were with Miss Lyon, heart and hand, in those early years when public prejudice was yet to be conquered, and public confidence to be won. They shared personally in the anxieties and toils of organizing the Seminary family for the first time; they watched the progress of the enterprise as years passed on, ever caring for its interests, praying for its prosperity, and rejoicing in its success In his last days, Mr. Safford remarked to a friend, "No money, time, or effort which I have bestowed on any object, affords me more satisfaction in the review than what I have given to Mount Holyoke Seminary."

Mr. Porter became a trustee in March, 1836. The enterprise had reached a point where it required a gentleman to superintend the erection of the building. It must be one whose business abilities had been tested,

whose integrity would inspire public confidence, and who would wish no remuneration. Mr. Porter was the man. For months, leaving his own extensive business in the charge of others, he used to drive every Monday morning from Monson to South Hadley, a distance of twenty-one miles, and there, till Saturday, he would devote his rare business talents to the affairs of the Seminary. From that time almost to the present, each successive addition or reconstruction has received from him the same faithful, disinterested, judicious care. For many years he was the treasurer of the institution, receiving and disbursing its modest income with a fidelity and prudence unsurpassed. His admirable wife, a lady of superior culture and worth, fully shared in his almost parental feeling toward the Seminary; and both regarded its teachers and pupils as in some degree supplying the place of the children they had lost. In the serene and beautiful evening of his days, Mr. Porter still remains the most valued counselor of the Seminary, and the only surviving member of its first board of trustees.*

Others of that band are held in most grateful remembrance, although the limits of this article permit scarcely the mention of their names. Among these, Professor Hitchcock, afterwards President of Amherst College, was a most devoted and valued friend; and Mr. Avery of Conway rendered many important services to the cause.†

* Mr. Porter died March 4, 1877, aged eighty-two years.

† Those desiring fuller accounts of Miss Lyon and her co-laborers are referred to the following works:—Life of Mary Lyon, American Tract Society, 150 Nassau street, New York. Daniel Safford, Congregational Publishing Society, Boston. Recollections of Mary Lyon, by Fidelia Fiske, American Tract Society, Boston. Memorial Volume of Mount Holyoke Seminary, published in 1862. Life of Edward Norris Kirk, D. D., Lockwood, Brooks & Co., Boston.

The late Rev. Dr. Kirk of Boston, though not one of the founders of the Seminary, early became and ever remained one of its warmest and most steadfast friends. He was president of the board of trustees from 1858 until his death, in March, 1874.

PLAN OF EDUCATION AND COURSE OF STUDY.

"The grand features of this institution," wrote Miss Lyon before its opening, "are to be an elevated standard of science, literature and refinement; and a moderate standard of expense: all to be guided and modified by the spirit of the gospel." She did not propose to provide for the entire school education, but only for the later years of it. As candidates could be fitted elsewhere, it was not considered needful or expedient to open a preparatory department. The course proposed was solid rather than showy. Considerable advancement in study, as well as some maturity of character, was needful in order to pursue it with advantage. On entering, the candidate passed examinations in English Grammar, Geography, United States History, Mental and Written Arithmetic, and Watts on the Mind. The regular course, as shown by the earliest catalogues, commenced with such studies as Euclid, Ancient History, Botany, Physiology and Rhetoric; and went on through the three years, up to Logic, Mental and Moral Philosophy, and Butler's Analogy. Latin was not embraced in the prescribed curriculum until 1847, though it was from the first strongly advised as an optional study, and as early as 1840, about one-fourth of the pupils were voluntarily pursuing it. After 1846, candidates were required to have mastered at least the Latin Grammar and Reader

before entering; and some of the Latin classics were thenceforth included in the course. In looking over the early catalogues one observes, perhaps with a little surprise, that they mention Sullivan's Political Class-Book and Wayland's Political Economy among the studies of the course. Forty years ago, woman's rights were not much talked of; and certainly Miss Lyon had not the ballot-box in view, in proposing these studies. She was a far-seeing woman, however, and wished her pupils to be intelligent on great subjects, even outside the field where their personal duties were expected to lie.

In planning the course, Miss Lyon was perfectly aware that there would be many pupils who could pursue it only for a year or two. Want of pecuniary means, the claims of friends at home, engagements to be fulfilled, or other imperative reasons, would often decide the question beforehand beyond appeal. To spend even a single year in such a school was to these a great boon; they accepted it thankfully and made much of it. Following the regular course while in school, they laid a good foundation for whatever they might be able to acquire after leaving. In later years, a much larger proportion of the young ladies enter with the intention of completing the course, and actually do so. Candidates are not admitted until they are sixteen years of age, and many are older. A recent Junior class, on entering, averaged eighteen years and two months. The age at graduation is generally between twenty-one and twenty-two. The whole number of graduates, including the class of 1878, is sixteen hundred and forty.

Since 1862, the regular course has occupied four years.

There are optional courses in French, German and Greek, which may be pursued in addition to the former, but are not allowed to be substituted for any portion of it. Candidates for admission are examined in English Analysis, Elementary Algebra, Physical Geography, Latin Grammar and Reader, and Cornelius Nepos, in addition to the preparatory studies originally required. The regular course at present is as follows:

JUNIOR YEAR.

Cicero de Senectute.
Olney's Algebra.
Willson's Ancient History (University edition).
Dalton's Physiology.
Nicholl's Introduction to the Study of the Bible.
Gray's Botany.
Hart's Rhetoric.

JUNIOR MIDDLE YEAR.

Dana's Mineralogy.
French or German.
Loomis' Geometry.
Willson's Modern History (University edition).
Zoology.
Loomis' Trigonometry.
Andrews' Manual of Constitution of the United States.
Gray's Botany.

SENIOR MIDDLE YEAR.

Virgil.
Barker's Chemistry.
Atkinson's Ganot's Physics.
Kiddle's Astronomy.
Chadbourne's Natural Theology.
History of English Literature.
Evidences of Christianity.

SENIOR YEAR.

Cicero de Immortalitate.
Dana's Geology.
Hickok's Psychology.
Schlegel's History of Literature.
Hickok's Moral Science.
History of Art.
Butler's Analogy.

The following courses are pursued in the study of the Greek, French and German languages:—

GREEK COURSE.

First Year.	Leighton's Greek Lesson's. Goodwin's Grammar. Xenophon. Jones' Exercises in Composition.
Second Year.	Herodotus and Thucydides. Homer. Jones' Exercises.
Third Year.	Hadley's Grammar. Demosthenes Greek Drama. Sedgwick's Exercises in Composition.
Fourth Year	Plato Greek Drama. Exercises in Composition.

FRENCH COURSE.

First Year.	Keetel's French Grammar. Reading
Second Year.	Languellier and Monsanto's French Course. Dictée de l'Hotel de Ville. Selections from Mme. de Stael.
Third Year.	Cours lexicologique de Style, by M. P. Larousse. Dictées de l'Hotel de Ville. Reading: Works of Molière, Racine, etc.
Fourth Year.	Cours lexicologique de Style. French Compositions. Ste. Beuve's Portraits des Femmes, and other Classical Authors. Conversation each year.

GERMAN COURSE.

First Year.	Grammar: Exercises and Reading.
Second Year.	Grammar Continued. Translations. Schiller's Jungfrau von Orleans.
Third Year.	Schiller's Thirty Years' War. Goethe's and Uhland's Minor Poems.
Fourth Year.	Vilmar's Geschichte der deutschen Literatur. Reading of Classic German Authors.

The amount of intellectual labor required is about six hours a day; that is, two recitations of forty-five minutes each, and four hours and a half spent in study. As a rule, only two studies are pursued at a time. One may have, besides, lessons two or three times a week in elocution, penmanship, vocal music, or drawing and painting All practice gymnastics twice a week, during a portion of the year. There are but four recitation days in the week, a fifth being devoted to English composition and general business. Several courses of lectures in the various departments of study are given each year by eminent professors.

Much besides mere intellectual furnishing and drill has always been aimed at by this institution. It would be a very incomplete education which should leave out of sight those habits of self-control, system, punctuality and general efficiency which are so indispensable to a woman. In the conditions of the large household, there was not a little to favor the cultivation of these traits; and Miss Lyon knew how to turn it to the best account. Among so many, there was need for each to refrain from whatever might disturb or hinder others. There was occasion for careful planning and prompt performing, in order to accomplish one's daily duties. Moreover, each

perceived that she was but one of a great family, and that something pertaining to its comfort devolved upon her, for which she soon learned to hold herself responsible day by day. For it has ever been a family as really as a school ; a family whose inmates study together, a school whose pupils and teachers reside together, mingling constantly in the familiar and affectionate intercourse of a well-ordered Christian home.

One may still trace, in many customs and arrangements as old as the institution, Miss Lyon's perpetual endeavor to consolidate and unify. She found daily occasion to gather all her daughters about her, and thus, as well as in other ways, to bring them close to each other There were the sacred hours of morning and evening family prayers ; the daily assembling for general business ; the intentional mingling of members of different classes as room mates, at table, and frequently —until the Senior year—in recitations. And thus, to the present day, it often comes about that pupils who at first assumed almost the position of boarders in a hotel, presently find themselves well-beloved daughters in a dear home.

EXPENSES.

The terms for board and tuition have always been kept as low as possible, while covering the ordinary running expenses. For the first sixteen years, the pupils paid only sixty dollars for the forty weeks ; fuel and lights, however, being additional. The terms were from that time gradually raised, but barely enough to meet the increased cost of living. Even as late as 1862, the

charge was only eighty dollars a year; but it rose considerably about that time, of course, and for some years following. From 1867 to 1875, it was one hundred and fifty dollars, not including the cost of heating and lighting, lecture-fees, and one or two other slight incidental expenses, which together amounted to about twenty five dollars more. At present, these items, as well as the board and tuition, are covered by the payment of one hundred and seventy-five dollars. It will be observed that the terms have been, from the first, just about what one would have paid for board only, in an ordinary country village, at the given period. Money-making has never been one of the objects contemplated by this institution, though its ordinary current expenses have generally been kept just within its income. Its teachers, chosen almost always from its own graduates, have been so warmly attached to the Seminary, and so deeply in sympathy with its benevolent aims, that they have preferred its service to the more lucrative positions open to them elsewhere.

THE DOMESTIC SYSTEM.

It is generally known that the ordinary daily housework of the family is performed by the young ladies, superintended by the teachers and matrons.* But so many erroneous ideas have prevailed in regard to the matter, that it seems necessary to repeat explanations often given before.

Each young lady spends about one hour a day in

* One man-servant is constantly employed for the heavier tasks. It may also be mentioned that the use of steam for heating and culinary purposes greatly diminishes labor.

domestic work. The length of time varies a little, according to the kind of work, the more laborious or less agreeable tasks being proportionately shorter than the lighter and pleasanter ones. The time occupied ranges thus from forty-five to seventy minutes a day. Only about half an hour's work is done on the Sabbath, while on Wednesday an additional half-hour is necessary. One keeps the position assigned her for a term or more, unless some interference with her time of recitation, or other personal reason, makes a change advisable. The young ladies are excused from their work whenever their health requires it, the place being supplied from a reserve corps who have no regular appointments.

Various considerations led to the adoption of this system. At Ipswich, as well as in all the schools with which Miss Lyon had previously been connected, the young ladies had boarded in private families. This was inconvenient as well as expensive, and made the institution too dependent upon the neighborhood. The new Seminary evidently must board its pupils; and it was decided that the most independent, most economical, and best way of getting the work done would be to arrange matters so that the young ladies could do it for themselves From that day to this, the decision has never been regretted, nor seriously reconsidered. Miss Lyon had expected this plan to promote the health of her pupils by furnishing them with a little daily exercise of the best kind; their improvement by preserving and increasing their interest in domestic employments; and their happiness by relieving them from that depressing dependence on the pleasure of hired domestics to which many a New

England household is subject. But as years have passed on, benefits not fully foreseen have been found to result. Certain effects are discovered, in the discipline of character, which could hardly be otherwise secured. One sees the domestic affairs of a family of three hundred smoothly and successfully carried on, day after day and year after year, without servants ; she can hardly fail to receive such an impression of what system, co operation, and punctual activity can effect as would not readily be gained in any other way. Moreover, since she has something to do for every one else, and every one does something for her, she naturally falls into a habit of considering the general good. And in the course of time, she is likely to discover that to be ministered unto is not always pleasanter than to minister. Were economy the only object, the system might have been dropped, on account of the perplexities it sometimes occasions in arranging classes But the Seminary could ill afford to dispense with an agency so valuable in training its pupils to bear their part among the workers of the world.*

RELIGIOUS INFLUENCES.

The religious influence of the institution, though unsectarian, has always been positive and strong. A regular and comprehensive course of Bible study is pursued during the four years ; and attendance at church is

* Those interested in studying the subject of education in its relations to health, will find an article containing the experience of Mount Holyoke Seminary in "The Education of American Girls," published by the Putnams of New York, in 1874. It includes a table of statistics showing the longevity of graduates from this institution as compared with graduates from seven of the leading colleges for young men.

required at least once upon the Sabbath. Pupils observe that, while they are not asked what denomination they or their friends prefer, it is regarded as a question of the utmost consequence whether their lives shall be devoted to self, or consecrated to Christ. They are constantly reminded that since they are enjoying privileges provided by Christian benevolence, they are under peculiar obligations to strive to bless others in their turn. They hear much of the various benevolent enterprises of the day, and learn to look forward to an active and useful life. Fully three-fourths of the whole number of students have taught more or less after finishing their studies; and many have engaged in missionary work, either in foreign lands or at home.

The following tables show the annual attendance of pupils, and the various states and countries from which they have come:

A Table showing the attendance annually from each State and Territory of the Union, and from Foreign Countries.

Years.	United States and Territories.																										
	Alabama.	Arkansas.	California.	Colorado.	Connecticut.	Delaware.	Dist. of Columbia.	Florida.	Georgia.	Illinois.	Indiana.	Indian Territory.	Iowa.	Kansas.	Kentucky.	Louisiana.	Maine.	Maryland.	Massachusetts.	Michigan.	Minnesota.	Missouri.	Mississippi.	Nebraska.	Nevada	New Hampshire.	New Jersey.
1838....					13														82							3	3
1839 ...					13												1		64			1				6	2
1840....					24														68				2			7	2
1841....					18														64				1			11	1
1842....					36		1												87	1			1			14	6
1843....					31				2						1				89							13	7
1844....					41					1		1							93							11	4
1845....	1				45					1		1							109							18	3
1846....					25							1					3		78							15	4
1847....					32	1							1				3		71							14	5
1848....					44					2		1	1		1		12		79			1				25	6
1849....					32						1	2			1		12	1	75	2						25	8
1850....					33					2		2					7		78	3						20	8
1851....					49					6							1		73	4						22	8
1852....					32				1	4		1	1				9		77	1			1			16	14
1853....					45					4		2					5		77				1			22	20
1854....					52		1			9	2	3					7		68	1		1				30	16
1855....		2			42	1				6	5						15		91	3						24	9
1856 ...					42					7	3			1			21		75		1	1				25	6
1857....	1				35	1			1	5	4		1	1			23		75		1					30	13
1858....					33				1	7	5		1	1			12		96	3						24	7
1859....					39	1			1	9	1		1	1			14		91	2						22	3
1860....					41	1		1	1	7	3		2				16		77	4		1				23	4
1861 ...					40		1			1	2		1		1		15		99	4		1				21	9
1862 ...					32		1			3	3		1		1		10		83	4			1			19	8
1863 ...					32		2			5	3				3		17		101	5		1				25	14
1864....					40					6	3		1		2		19		115	5		1	1			23	25
1865....			2		44	1	1			9					1		11		88	5						16	21
1866....			1		41	1				4	1		1				14		85	3						21	15
1867....			3		37					6			1				14		100	1		1				20	12
1868....	1				32	1				3			1				22	1	85		1	1				23	8
1869 ...					44			1		1	1		3	1			15		90	1			2			20	12
1870....					35	1		1		1	2		5				14		98	1			1	1		16	8
1871....			1		43	1	1	1		2	1		1	1			13		102			1				18	8
1872 ...			1	1	48	1	1			1	7						8		87	1	1	1				13	13
1873 ...					46	1	1			3	2						11		95	3	1				1	11	10
1874....					54	1	2			4	2		1	1			9	1	102	4	2				1	14	11
1375 ...					65		2	1		3	2		1				9	1	101	1						14	12
1876....					55		1	1	1	5	3				1	1	13	2	86	1	2					10	9

A Table showing the attendance annually from each State and Territory of the Union, and from Foreign Countries—Continued.

Years.	United States and Territories.											Foreign Countries.												Total.
	New York.	North Carolina.	Ohio.	Pennsylvania.	Rhode Island.	South Carolina.	Tennessee.	Texas.	Vermont.	Virginia.	West Virginia.	Wisconsin.	Canada.	New Brunswick.	Nova Scotia.	Borneo.	China.	Holland.	India.	Italy.	Persia.	Syria.	Sandwich Islands.	Turkey.	West Indies.	
1838....	3	1	1	3	..	..	..	..	7	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	116
1839....	8	..	..	..	..	..	..	..	8	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	103
1840....	3	..	2	..	..	..	..	..	11	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	119
1841....	10	..	..	..	..	..	..	..	8	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	113
1842	16	..	1	..	1	..	..	..	6	..	..	1	..	..	..	..	..	..	..	..	..	..	1	..	..	172
1843....	29	..	1	..	1	..	..	..	7	1	..	1	1	..	..	..	..	..	..	..	..	..	..	..	..	184
1844	32	..	1	2	..	..	..	..	18	1	..	..	..	..	..	..	..	..	..	..	..	..	1	1	..	206
1845	42	..	4	1	..	..	..	..	19	..	..	..	..	..	..	..	..	..	..	..	..	..	1	1	..	246
1846....	39	..	4	1	..	..	..	..	9	..	..	..	2	..	..	..	..	..	..	..	..	..	..	..	..	182
1847....	36	..	3	1	..	..	..	..	19	..	..	..	2	..	..	..	..	..	..	..	..	..	..	..	..	188
1848	33	..	4	3	1	..	..	..	16	1	..	1	3	..	1	..	..	..	..	..	..	..	..	..	..	235
1849	34	..	4	4	2	..	..	..	10	1	..	2	1	..	1	..	..	..	..	..	..	..	1	..	..	219
1850	36	..	2	5	1	..	..	..	18	..	..	6	1	..	1	..	..	..	..	..	..	..	1	..	..	224
1851....	34	..	6	8	1	..	..	..	24	..	..	5	..	..	..	..	..	..	..	..	..	..	3	..	..	244
1852....	44	..	6	7	1	..	..	..	26	2	..	1	1	..	..	..	..	1	..	..	..	..	6	..	..	252
1853	40	1	8	7	2	..	..	..	13	2	..	2	2	..	..	..	..	..	1	..	..	..	4	..	..	258
1854....	44	..	9	6	2	..	1	..	20	1	..	2	..	..	..	1	..	..	1	..	..	..	1	..	..	278
1855....	53	..	8	8	2	..	1	..	16	..	..	1	..	..	3	..	..	..	2	..	..	..	..	..	..	292
1856	53	..	4	10	3	..	..	..	12	1	..	3	..	..	5	..	..	..	1	..	..	..	..	..	1	275
1857....	42	..	3	9	1	..	..	..	11	..	..	1	..	..	5	..	..	..	2	..	..	..	..	..	1	266
1858	40	..	12	11	4	..	..	..	17	..	..	1	..	..	..	..	..	..	..	..	..	..	..	..	..	275
1859....	44	..	16	6	3	..	1	1	15	..	..	2	..	..	..	..	..	..	2	..	..	..	..	..	1	276
1860	42	..	8	9	4	..	1	..	13	..	..	1	..	..	1	..	..	..	..	..	..	..	..	..	..	260
1861....	48	..	6	6	3	..	..	..	26	..	..	2	..	1	1	..	..	..	..	..	..	..	..	..	..	288
1862....	39	..	5	16	2	..	..	..	19	1	..	1	..	1	2	..	..	..	1	..	1	..	..	..	..	254
1863....	55	..	3	9	3	..	1	..	11	..	..	3	1	..	3	..	..	..	1	..	2	..	..	1	..	301
1864....	56	..	4	10	3	..	1	..	19	..	..	4	..	..	..	..	..	1	..	2	..	1	..	1	..	343
1865	48	..	4	7	2	..	..	..	16	..	1	7	..	..	..	..	..	..	1	3	..	..	..	..	1	289
1866	40	1	11	11	4	..	1	..	15	..	1	9	..	..	..	..	..	2	..	2	..	1	..	1	..	287
1867....	30	1	5	11	6	..	..	..	18	..	..	8	1	2	1	..	..	1	..	..	..	1	..	..	..	280
1868	44	..	4	7	1	..	1	..	17	..	..	3	1	2	..	..	..	1	..	1	..	1	..	..	..	262
1869	41	..	5	3	4	..	1	..	16	..	..	2	2	1	..	..	..	1	..	1	..	..	..	..	..	268
1870	35	..	2	10	4	..	..	..	25	..	..	1	1	..	..	..	..	1	..	4	..	..	..	1	..	268
1871....	43	..	6	9	4	..	..	..	20	..	..	..	1	..	1	..	..	..	..	2	..	..	..	..	..	280
1872....	34	..	2	11	7	..	..	..	29	..	..	1	1	..	..	..	..	..	..	4	..	..	1	..	..	274
1873....	36	..	3	5	5	1	..	..	30	..	..	1	1	..	1	..	..	..	..	..	..	..	2	1	..	271
1874....	35	..	2	7	5	1	..	..	34	..	..	1	2	..	..	..	..	..	..	1	1	..	2	1	..	301
1875....	33	..	4	7	6	..	..	..	21	..	..	1	1	..	..	..	..	..	..	2	..	..	1	..	..	288
1876....	36	..	9	10	5	..	1	1	24	1	..	..	1	..	..	..	..	..	..	2	..	..	..	1	..	282

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